

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the explanation of the definition of perception, perception process, perception factors, perception component, perception dimensions, the definition of extensive reading, the nature of extensive reading, the roles of extensive reading, the definition of e-learning, the characteristics of e-learning, function of e-learning, advantage and disadvantage of e-learning, e-learning IAIN Kediri platform, and previous study.

A. Perception

1. The Definition of Perception

Perception is a process experienced to achieve awareness or understanding of sensory information (Qiong, 2017). Students' perception is the students' point of view toward something that happened in the learning process. Students have their own opinion toward something they get from the teaching and learning process and how they reach toward it.

Adediwura in his academic journal elaborates the theories of perception by taking some experts' explanations. Eggen's theories (2001) see perception from the cognitive dimension as the process by which people attach meaning to experiences. It means that the perception comes after people attend to certain stimuli in their sensory memories. However, the perception will influence the information that enters working memory. Students' perception of teachers' knowledge of the subject matter, attitudes to work and teaching skills is dependent on the fact that they have been taught by the teachers under

evaluation and are familiar with them. Therefore, they have minds already pre-occupied with memories and reactions that inventory for data collection will measure (Adediwura, 2007).

From the definition above, English students' perception is how English students' thought to respond to what they have learned. In this case, the perception is on the use of the e-learning IAIN Kediri platform. Each English student has a different expectation on the e-learning IAIN Kediri platform. Some English students also feel different impacts in using an e-learning IAIN Kediri platform. Therefore, the researcher felt the need to explore English students' perceptions towards the use of the e-learning IAIN Kediri platform.

2. Perception Process

According to Qiong (2017), there are three stages of the perception process, as follows:

a. Selection

Selection is the first stage in the process of perception. In this stage, the environmental stimulus turns into a meaningful experience.

b. Organization

The second stage in the process of perception is an organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics of this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the process shows that human perception has

stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

c. Interpretation

The third stage in perception is interpretation, that is referred to the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus.

3. Perception Factors

In perception, there are several factors that can influence a person in causing his perception of a thing or object. According to Rakhmat (2008) there are 3 factors that can affect a person's perception, namely:

a) Attention

Mindfulness occurs when we concentrate on one sense and put the other senses aside. Attention has an external factor in attracting attention and an internal factor in paying attention.

b) Functional Factors

Functional factors occur based on individual needs, experiences from the past, and other things that can be defined as factors of personal needs.

c) Structural Factors

Structural factors occur due to the nature of the physical stimulus and the neural effects on the individual nervous system and can occur unconsciously or consciously.

Apart from these three factors, there are also several psychological factors that can influence an individual in producing a perception, these factors are:

a) Needs

When someone needs to have an interest, or want something, we will easily perceive it according to need.

b) Trust

What we think is true will influence our interpretation of an ambiguous sensory signal.

c) Emotions

Emotions can affect our interpretation of certain sensory information, such as fear and anxiety.

d) Expectations

A person's past experiences will also influence someone to perceive something.

4. Perception Component

Kuswana (2011) stated that there are three aspects that can build a perception, namely:

a) The cognitive component (perceptual), which is a component related to

a person's knowledge, views, and beliefs about an object.

b) The affective (emotional) component, which is a component related to

positive or negative feelings of pleasure in an object.

c) The conative component (behavior), which is a component related to a

person's tendency to act on an object.

5. Perception Dimensions

1) The Physical Dimension of Perception

The mechanism of perception of all humans is almost the same. It has sensory organs like eyes, ears, and nose, which allow humans to feel the environment. This is a sensory organ that receives stimuli, then is transferred through the nervous system to the brain, where it is created with the structure, stability, and meaning that is associated.

2) The Psychological Dimension of Perception

In this phase, humans provide interpretations of certain stimuli and have unique personal touches in the outside world. Values, attitudes or motives of people (psychological dimensions) and not the sense organs (physical dimensions) that determine what stimuli will attract people's attention and therefore accept meaning (Mulyani, 2020).

B. E-Learning

1. The Definition of E-Learning

The e-learning is a platform that can be used for teaching and learning online that utilizes electronic media specifically the internet. Rosenberg (2001) emphasized that e-learning refers to the use of internet technology to deliver a series of solutions that can enhance knowledge and skills. In addition, the implementation of new technology will be effective if all the users are familiar with technology (White, 2015).

Learning material delivered through e-learning uses text, graphics, animation, simulation, audio, and video, e-learning is equipped with a

discussion forum. In the teaching and learning process using e-learning, the main focus is on students. The teaching and learning process through e-learning will force students to be more active. e-learning and internet media are now capable of replacing teaching staff as appropriate learning resources. Learning instructions through e-learning are delivered through digital electronic devices such as computers or mobile devices which are intended to support the teaching and learning process (Clark & Meyer, 2011).

2. The Characteristics of E-Learning

According to Rudi & Riyana (2007) as quoted in Indrakusuma & Putri (2016) there are four characteristics of e-learning which are explained as follows:

1. The attractiveness of students to learning material does not depend on the instructor/learner, because students construct their knowledge through teaching materials delivered through the web site interface.
2. Sources of knowledge are everywhere and can be easily accessed by everyone. This is due to the globalized nature of the Internet media and can be accessed by anyone who is connected to it.
3. Learners/educational institutions function as mediators/menors.
4. Obtained from a restructuring of education system policiecurriculum, and management that can support the application of Information and Communication Technology for education optimally.

The four characteristics above are what distinguish e-learning from conventional learning activities. In e-learning, students' comprehension of

learning material no longer depends on the teacher/student, because students process their knowledge through teaching materials delivered through the e-learning application interface. In e-learning too, sources of knowledge are scattered everywhere and can be easily accessed by everyone.

3. Function of E-Learning

There are three functions of the main e-learning, which is a supplement that is choice / optional, complement, and the latter is as a replacement (substitution) (Siahaan, 2002), are as follows:

1. Supplements

E-learning function as a supplement (choice / optional), namely: the participant students have the freedom of choosing, whether will utilize materials e-learning or not. In terms of this, is not there an obligation/requirement for participant learners to access the content of e-learning. Although its operations, the participant students who use it of course will have additional knowledge or insight.

2. Complement

E-learning function as a complement, namely: the material is programmed to complement the material subjects who received the participant students in the classroom. Here means the matter of e-learning is programmed to be a material reinforcement (reinforcement) or remedial for the participant students in following the activities of learning conventionally.

3. Substitution

E-learning function as a substitution (replacement), namely: the participant students may choose several models of learning that is offered by the teacher, and one of them with models of learning e-learning that will be used as a substitute for learning the conventional.

4. Advantage and Disadvantage of E-Learning

a) The Advantages of E-Learning

E-learning can be quickly accepted and then adopted is because of having excess / advantages as follows (Effendi, 2005).

1. Reduction of costs
2. Flexibility: Can learn when and where alone, as long as connected with the Internet.
3. Personalization: Students can study according to their learning abilities.
4. Standardization: With e-learning to overcome their differences that came from teachers, such as: how to teach students, materials, and mastery of the material that is different, so it provides a standard of quality that is more consistent.
5. Speed: Free distribution of material subjects will increase because the lessons can be quickly delivered via the internet.

b) Disadvantage of E-Learning

Although such use of the Internet for learning or e-learning is also not despite various shortcomings among others:

1. The lack of interaction between teachers and students, or even between the students owns. The lack of interaction is able to slow down the formation of values in the process of learning and teaching.
2. The tendency of ignoring aspects of academic or aspects of social and otherwise encourage the growth aspects of the business.
3. The process of learning and teaching inclined to the direction of training instead of education are more emphasize on the aspect of knowledge or psychomotor and aspects of the affective.
4. The changing role of the teacher of the originally mastered the technique of learning a conventional, are now also required to master the techniques of learning that use the Internet.
5. Students who do not have high learning motivation tend to fail
6. Not all the places available facilities internet (possible case is related to the problem of the availability of electricity, telephone or computer).
7. Limitations availability of software (device software) that the costs are still relatively expensive.
8. Lack of personnel who know and have the skill areas of the internet.

On the other hand, the e-learning method also has obstacles or obstacles in its implementation, namely (Effendi, 2005):

1. Investments.

Although e-learning in the end can save on the cost of education, will however require an investment that is very large in the beginning.

2. Culture.

The utilization of e-learning requires a culture of learning independently and habits to learn or follow learning through computers.

3. Technology and infrastructure.

E-learning requires computer equipment, reliable networks, and the right technology. Design materials and delivered material via e-learning need to be packaged in a form that is learner-centric.

5. E-Learning IAIN Kediri Platform

The e-learning IAIN Kediri platform is a platform that can be used for online learning. IAIN Kediri developed an e-learning platform through integrated e-learning IAIN Kediri which can be accessed on <http://elearning.iainkediri.ac.id>. It uses for teaching and learning by all of the students and the lecturers of IAIN Kediri as well.

IAIN Kediri implements an e-learning platform to support an online learning system particularly during the covid-19 pandemic. e-learning IAIN Kediri platform is implemented as a learning media. It is to facilitate lecturers to interact with students without knowing the time and place. It is also to make communication and delivery of information from lecturers to students easier.

Before the students and the lecturers access the e-learning IAIN Kediri platform, they must register first using an active email. Then to able to take part in the e-learning IAIN Kediri platform, the students must have an enrollment key given by the lecturers. After that, the students can take part in learning through the e-learning IAIN Kediri platform by choosing the courses they will take.

There are 10 features on the e-learning IAIN Kediri platform:

1. Forums, it is to share and discuss the courses.
2. Resources, it is to read and understand the courses.
3. Assignments, it is to remind if there is an assignment to submit.
4. Attendances, it is to confirm the presence in participating the courses.
5. Data of students who joined, it is to find out who joined the courses.
6. Course lecturers, it is to contact the lecturer.
7. Description, it is to know the learning outcome of the courses.
8. Administration, it is to confirm unenroll from the courses.
9. My grades, it is to know students' grades in the courses.
10. My progress, it is to know students' progress in the courses.

C. Extensive Reading

1. The Definition of Extensive Reading

Extensive Reading appears to lead to substantial vocabulary learning and learners show their development in spelling and vocabulary knowledge. This approach will take student engagement in the classroom also beyond classroom. The purpose is to build students' awareness on reading, so it becomes their habits. Extensive reading can play an

important role in learners' language education, so it should be a practical option for reading pedagogy in the foreign language curriculum (Day, 2015).

2. The Nature of Extensive Reading

Extensive Reading in Foreign language is a process of acquiring new language (not mother tongue) through words, sentences and text by reading numerous books and motivated to read for pleasure. It is not a big surprise that students reading several self-selected books in a short time will progress in reading and will become more confident in reading. Through Extensive Reading, hopefully student could foster good reading habits and give stimulus of vocabulary and structure for students (Day, 2015).

There are some characteristics of an Extensive Reading approach as the following:

1. Students read as much as possible, perhaps in and definitely out of the classroom.
2. A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
3. Students select what they want to read and have the freedom to stop reading material that fails to interest them.
4. The purposes of reading are usually related to pleasure, information and general understanding. The purposes are determined by the nature of the material and the interests of the student.

5. Reading is its own reward. There are few or no follow-up exercises after reading.
6. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
7. Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.
8. Reading speed is usually faster rather than slower as students read books and other material they find easily understandable.
9. Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
10. The teacher is a role model of a reader for the students -- an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

3. The Roles of Extensive Reading

Related to Sampson (2013), Extensive Reading not only has the potential to improve the reading comprehension skills of the second or foreign language learner, it can also foster favorable dispositions toward the task of reading. The fact of promoting autonomous and self-selected readings extensively makes this reading approach suitable for both second language and foreign language learners. Aliponga (2013), assumes that Extensive Reading could motivate students to read more, enabled them to

understand the main idea and important details of the reading materials of their choice, and enabled them to think critically. Extensive reading in foreign language has a lot of benefits which is can improve student knowledge through foreign language. They read a lot of books to fulfill their words bank. The fact that the students also build their vocabulary seems to be obvious as well, since they permanently encounter new words due to the fact that they read numerous books.

D. Previous Study

Mu'in & Amelia have ever researched unraveling students' perceptions of the use of the developed e-learning. It shows that the participants of this research were 100 English Department students in Universitas Lambung Mangkurat, Banjarmasin, Indonesia. The perception of the participant who uses the developed e-learning experience represents 78%. Students' perception from the students is e-learning can be used easily and it can be accessed every time and everywhere. Students' perception of the learning outcome of using e-learning was in a good category. Therefore, the developed e-learning program is effective to support the learning of the students (Mu'in & Amelia, 2018).

It is added the impact of using the e-learning by Elfaki et al study. They have researched the impact of e-learning vs traditional learning on student's performance and attitude. The number of participants who completed the research is 126 undergraduate students from Najran University, Saudi Arabia. The result shows that the mean of the students' overall satisfaction with e-learning in the experimental group was 8.74. It indicated that learners were

highly satisfied with E-learning since it enhanced their learning outcomes (Elfaki et al, 2019).

Therefore, from the explanation above it can be concluded that the e-learning is an essential media or platform for learners. Based on the perception of students, the e-learning is easy to use and it can be accessed every time and everywhere.